11-3-2016

Educational Policies Committee Agenda, November 3, 2016

Utah State University

EDUCATIONAL POLICIES COMMITTEE AGENDA

3 November 2016

A meeting of the Educational Policies Committee will be held on 3 November 2016 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. **Approval of the minutes of the 6 October 2016 meeting**
   https://usu.box.com/s/6qnplok3ek0i1gfsl7zk3lx12lqr5irf

2. **Subcommittee Reports**

   a. **Curriculum Subcommittee** (Vijay Kannan)
   Course Approvals

   Program Proposals
   Request from the Departments of Applied Economics, Plants Soils and Climates, Biology, Civil and Environmental Engineering, Environment and Society, Mathematics and Statistics, Sociology, Social Work and Anthropology, Wildland Resources and Watershed Sciences in the Colleges of Agriculture and Applied Sciences, Science, Engineering, Natural Resources and Humanities and Social Sciences to create a Climate Adaptation Science specialization within eleven Master of Science and nine PhD degrees.
   https://usu.box.com/s/ik3oaerbzbs87hu52t0zvivveuzwzhk3

   Request from the Departments of Nutrition, Dietetics and Food Science, Kinesiology and Health Science, Animal, Dairy and Veterinary Sciences and Mathematics and Statistics in the Colleges of Agriculture and Applied Sciences, Education and Human Services and Science to offer a Master of Public Health.
   https://usu.box.com/s/91n1la33inp7m07rtd6kw7ohd8vqfbx7

   Request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to offer a Bachelor of Science in Nursing.
   https://usu.box.com/s/qs8m5v6gs9tdwzetjjdtn92dqlf2x4w7

   Request from the Department on English in the College of Humanities and Social Sciences to change the name of the PhD in Theory and Practice of Professional Communication to Technical Communication and Rhetoric.
   https://usu.box.com/s/kcs1r6yo2rn69w43917ckrm4yhwwpg3w

   Request from the Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources to make changes in the Geography Bachelor of Science program.
   https://usu.box.com/s/y12t7lysciz77hhy54j9t05u4z14b0vx

b. **Academic Standards Subcommittee** (Scott Bates)
https://usu.box.com/s/6z8zw1f1vxfvw6ajaztbwterm2qmhyrt

c. **General Education Subcommittee** (Lee Rickords)
https://usu.box.com/s/17eujnjmukkqse42xt0kaodqq01vkpb2

3. **Other Business**
N/A

EDUCATIONAL POLICIES COMMITTEE MINUTES

6 October 2016

A meeting of the Educational Policies Committee was held on 6 October 2016 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Michele Hillard, Secretary
Dick Mueller, College of Science
Fran Hopkin, Registrar's Office
Lee Rickords, General Education Subcommittee Chair
Kacy Lundstrom, Libraries
Jessica Hansen, Academic and Instructional Services
Vijay Kannan, Curriculum Subcommittee Chair, Huntsman School of Business
Eddy Berry, Humanities and Social Sciences
Jared Schultz, Education and Human Services
Ed Reeve for Brian Warnick, College of Agriculture and Applied Sciences
Claudia Radel, Quinney College of Natural Resources
Melanie Nelson, USU-Eastern
Nathan Straight, Regional Campuses
Nick Flann, Graduate Council
Scott Bates, Academic Standards Subcommittee Chair

Absent: Ty Aller, Graduate Studies Senator
Janet Anderson, Provost's Office
Thomas Fronk, Engineering
Ashley Waddoups, USUSA President
Heidi Kesler, Registrar's Office
Leslie Brott, Caine College of the Arts

Visitors: Connie Radke-Kurian, International Admissions Counselor
Dennis Dolny, Department Head, Kinesiology and Health Science, Interim Department Head, Nursing and Health Professions

I. Approval of the minutes of the 1 September 2016 meeting

Minutes approved.

II. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)

Motion to approve the report of the Curriculum Subcommittee made by Eddy Berry. Seconded by Dick Mueller. Report approved.

Course Approvals

Program Proposals

b. Academic Standards Subcommittee (Scott Bates)
Motion to approve the report of the Academic Standards Subcommittee made by Eddy Berry. Seconded by Jared Schultz. Report approved.

c. General Education Subcommittee (Lee Rickords)
Motion to approve the report of the General Education Subcommittee made by Dick Mueller. Seconded by Eddy Berry. Report approved.

III. Other Business

Proposed English Language Proficiency Requirement Text – USU Catalog (Fall 2016)
The revision committee has been working on wording to make language proficiency requirements clearer for students. Online courses are not helping students become successful in English proficiency. New wording will provide better, more understandable process and clarification. Some individuals have a problem with listing specific countries and think that it seems prejudicial. The country's selections were based on evidence.
Motion to approve the wording change made by Ed Reeve. Seconded by Jared Schultz. Two abstentions. Proposed language text approved.

Adjourned: 3:43 pm

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Utah State University
Proposed or Current Program Title:	Climate Adaptation Science (CAS)
Sponsoring School, College, or Division:	University (UN)
Sponsoring Academic Department(s) or Unit(s):	Applied Economics; Biology; Civil & Environmental Engineering; Environment & Society; Mathematics & Statistics; Plants Soils and Climate; Sociology, Social Work & Anthropology; Wildland Resources; Watershed Sciences
Classification of Instructional Program Code[1] :	30.99 Multi/Interdisciplinary Studies, Other
Min/Max Credit Hours Required of Full Program:	9 / 9
Proposed Beginning Term[2]:	Spring 2017
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ Entry-level CTE CP	☐ Mid-level CP
☐	Certificate of Completion		
☐	Minor		
☐	Graduate Certificate		
☐	K-12 Endorsement Program		
☒	NEW Emphasis for Regent-Approved Program *Current Program BOR Approval Date:* Propose a NEW Emphasis		
☐	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date:

☐ I understand that checking this box constitutes my legal signature.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Degree: Climate Adaptation Science (CAS) with emphases effective Spring 2017. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

Utah State University has received a $2.7 million National Science Foundation (NSF) Research Traineeship award that will afford USU students the opportunity to pursue advanced interdisciplinary research training and a Climate Adaptation Science specialization. The NSF Research Traineeship Program is designed to encourage the development and implementation of bold, new potentially transformative models for STEM graduate education training. The Traineeship Track is dedicated to effective training of STEM graduate students in high priority interdisciplinary research areas, through the comprehensive traineeship model that is innovative, evidence-based, and aligned with changing workforce and research needs.

This proposal is to create the Climate Adaptation Science (CAS) specialization within eleven MS and nine PhD degrees, offered in nine departments and five colleges. The training program emphasizes interdisciplinary research and integrates training in informatics, modeling, communication, leadership, project management, risk assessment, decision-making under uncertainty, and interdisciplinary teamwork. Project research will advance understanding of changing hydroclimate (drought and flood), fire regimes (frequency, area burned, and severity), land cover (range shifts and invasions), social and economic effects, and potential adaptations. The project closely integrates research, instruction, and real-world experience and will foster collaborations among scientists, federal, state, and local land managers, policy-makers, trainees, and citizen stakeholders. The specialization requires nine credit hours, and will substitute for the current minors, specialization, or elective requirement that already exist in each of the participating degree programs. The participating degree programs are: MS in Applied Economics, Biology, Civil and Environmental Engineering, Climate Science, Ecology, Economics and Statistics, Environment and Society, Geography, Industrial Mathematics and Statistics, Sociology, and Watershed Sciences; PhD in Biology, Civil and Environmental Engineering, Climate Science, Ecology, Economics, Environment and Society, Mathematical Sciences, Sociology, and Watershed Sciences.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The CAS specialization will complement existing graduate programs that are currently offered at Utah State University. The specialization will provide students with excellent career preparation for STEM professions by providing students with the

means to draw on the power of data-enabled science and emphasizing interactive skills such as effective writing and speaking, cross-disciplinary thinking, and collaborative work. The National Science Foundation has funded this program because of the demand for STEM professionals with strong occupational skills. Data from the U.S. Bureau of Labor Statistics (BLS) support that assertion. Employment in occupations related to STEM is projected to grow to more than 9 million by 2022. (Occupational Outlook Quarterly, Spring 2014. Found at: http://www.bls.gov/careeroutlook/2014/spring/art01.pdf)

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at highered utah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highered utah.org/policies/policyr315/ .

The CAS specialization emphasizes interdisciplinary research and skill building and encourages a diversity of thought and culture. The curriculum and professional, community-based internship will provide students with skills to serve the public consistent with the mission of Utah State University.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The CAS specialization will be funded by a grant from the National Science Foundation; no additional resources will be required from the university. More applications may be received by participating departments due to an increase in interest in the programs offering the CAS specialization. No new physical facilities or modifications to existing facilities will be required. There is no need to hire additional faculty for this program, as the novel educational elements to be provided will substitute for current graduate teaching assignments. The project implements and assesses innovations that are expected to improve graduate training and result in increased retention, decreased time to degree for PhD students, and increased job placement flexibility and satisfaction.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. For NEW Emphases, skip to emphases tables below.
For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-	CAS 6001	X	Interdisciplinary Research Colloquium	1
+	-	CAS 6002	X	Climate Adaptation Science Studio 1	2
+	-	CAS 6003	X	Climate Adaptation Science Studio 2	2
+	-	CAS 6004	X	Climate Adaptation Science Internship 1	0
+	-	CAS 6005	X	Climate Adaptation Science Internship 2	0
+	-	CAS 6006	X	Science Communication Capstone	0
+	-				
+	-				
				Required Course Credit Hour Sub-Total	5
		Elective Courses			
+	-			A selection of 4 credits of elective short courses will be drawn from	
+	-	MATH 6910.002		Stochastic Models and Simulation in Biology	1
+	-	WILD 6510		Topics in Spatial Ecology	1
+	-	WATS 6840		Fluvial Hydraulics and Ecohydraulics	1
+	-	PSC/WATS 6900		Modeling Environmental Change	1
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Elective Credit Hour Sub-Total	4
				Core Curriculum Credit Hour Sub-Total	9

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

Progress through the CAS specialization will be structured by project-based Climate Adaptation Science for Threatened Landscapes research that vertically integrates and organizes learning. Communication

learning and experience will be individualized through Communication Plans and extend across the program of study. PhD students may complete their degree in 3 to 5 years; MS students will complete the program in 2 to 2.5 years. Requirements for the CAS specialization include a first-semester Colloquium (1 credit), a 2-semester Studio course (2 cr + 2 additional credits of elective short-courses each semester); a 2-part Internship, bracketing and integrated with a Studio; and an Individual Communication Plan with Capstone. Internships and the Communication Capstone are 0 credits because students will be participating in non-traditional, personalized, and experiential learning activities that will not be graded, but do need to appear on students' transcripts.

Students in the CAS specialization will be grounded in interdisciplinary climate adaptation research in their first semester of graduate school through a Colloquium will advance from presentation and discussion to formation of student groups to develop climate adaptation research problems and proposals.

An Internship-Studio cycle will immerse students in the processes of engaging, learning from, and understanding the science needs of stakeholders; collaborating to create useful and usable science-based information and products; and communicating and sharing CAS.

Each year, students will be matched to Research/Internship partners that have thematically related research needs. Several organizations will connect students to science-users that have related science needs and have offered Internship opportunities for students. These include USGS Southwest Biological Sciences Center station in Moab (USGS Moab), USGS Southwest Climate Sciences Center in Tucson (USGS SW CSC), USDA Forest Service - Rocky Mountain Research Station (USFS RMRS), and the iUTAH consortium at USU. Students will be matched to Internships according to their career and research interests and skills, relative to partners' needs.

The Studio will integrate core training in informatics, interdisciplinary research methods, risk assessment and decision-making under risk, a variety of modeling and analytical approaches, leadership and followership, and project management. Two CAS faculty will co-lead each Studio, supported by others who present on-demand short-courses or additional perspective and expertise. Students will work in small interdisciplinary groups, and parts of larger teams, to define and execute climate adaptation research on a topic that integrates the science needs of end-users and stakeholders. Each year's Studio research problem will be drawn from the science needs of Research/Internship partners and from the Internship 1 experiences of the students. The Studio will intersperse formal core training throughout the year, to give students the information and skills they need when they need them, as they form and execute their research. Core training will be delivered in short-course form, and short courses also can be taken by a broader student/stakeholder audience, not only the CAS students.

Students will navigate the full data lifecycle during the Studio from discovering hydrological, climate, ecological, and social data sets relevant to research, to integrating and preparing data for use, on through modeling and sharing results so that others can again begin the discovery process. Students will develop programming skills to automate steps, speed completion time, and improve reproducibility of work. The informatics training leverages USU investments in cyberinfrastructure storage and firmware through the NSF EPSCoR iUTAH (Horsburgh et al. 2015), NSF-CI-Water (Abdallah & Rosenberg 2014), and NSF-HydroShare (Tarboton et al. 2014) projects, as well as the Utah Climate Center's existing climate database. The informatics training will create next-generation STEM professionals who can find relevant data, use them in research for modeling and other applications, and share derived products. Formal informatics training will use existing short workshops and course modules to teach best practices in the data lifecycle. Data training will bridge the first-semester Colloquium and Studio as students locate and use data in their Studio research, becoming familiar with a variety of data types and sources.

The CAS curriculum of 9 credits fits easily within current MS and PhD degrees and includes elements that

enrich and add more individuality to students' programs. Expected CAS specialization enrollment will be 20 students each year.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template

Institution Submitting Request:	**Utah State University**
Proposed Program Title:	**Master of Public Health**
Sponsoring School, College, or Division:	**College of Agriculture and Applied Sciences; Emma Eccles Jones College of Education and Human Services; College of Science**
Sponsoring Academic Department(s) or Unit(s):	**Nutrition, Dietetics, and Food Sciences; Kinesiology and Health Science; Animal, Dairy, and Veterinary Sciences; Mathematics and Statistics**
Classification of Instructional Program Code[1] :	**51.2201**
Min/Max Credit Hours Required of Full Program:	**42 / 42**
Proposed Beginning Term[2]:	**Fall 2017**
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (BA)	Bachelor of Arts Degree
☐ (BS)	Bachelor of Science Degree
☐	Specialized Bachelor Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☒	Specialized Master Degree (specify award type[3]: MPH)
☐	Other (specify award type[3]:)
☐	Doctoral Degree (specify award type[3]:)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ Date:

☐ I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Master of Public Health effective Fall 2017. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The primary goal of the proposed Master of Public Health (MPH) graduate degree program at Utah State University is to provide students with a strong educational and research foundation in the core disciplines of public health including biostatistics, epidemiology, environmental health, sociobehavioral public health, and public health policy and administration, and specialized training in one of four MPH tracks that leverage unique aspects of the land grant status of Utah State University including: Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology. The curriculum and methods of teaching and research in the USU MPH program follow guidelines of the Council on Education for Public Health (http://ceph.org/) and the 2015 *Task Force Report on Framing the Future of Public Health* of the Association of Schools and Programs of Public Health http://www.aspph.org/educate/framing-the-future/. The MPH degree program will train students to be leaders in the field of Public Health by advancing education, research, practice, and advocacy. MPH graduates will be prepared for careers in health care professions, academic institutions, local, state, and federal health agencies, private industry, and non-profit organizations.

The field of Public Health is devoted to protecting and improving the health of individuals, families, communities, and populations at the local, national, and global levels. The Association of Schools and Programs of Public Health promotes the view that:
(1) Public Health is *personal* in that "Public Health professionals focus on preventing disease and injury by promoting healthy lifestyles, implementing educational programs, developing policies, administering services, conducting research, and regulating health systems to achieve these goals" and
(2) Public Health is *global* in that "the Public Health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury; it spans many disciplines and is regularly spotlighted in popular culture and media" and
(3) Public Health focuses on *measurable impacts*, citing that "in the past century, public health initiatives have improved lives worldwide, including increasing life expectancy by almost 30 years in the United States; the development and application of population-based prevention programs will continue improving health over the next decades http://www.aspph.org/discover/.

The MPH program in Public Health Nutrition includes interdisciplinary training in nutrition-related sciences and the core public health disciplines. The major areas of emphasis include study of methods for quantifying dietary intake and nutritional status, the role of diet in disease risk and health promotion, and the design and implementation of nutrition policy and programs to improve health in local, national, and global populations. The land grant setting of Utah State University provides unique opportunities for the study of the relationship between human nutritional status and health with strong academic and research programs in nutritional epidemiology, federal and community nutrition programs, nutritional biochemistry and molecular biology, USU Extension nutrition outreach programs, food science, food safety, agricultural practices, animal health, climate change, and environmental sciences.

The MPH program in Health Education and Promotion emphasizes the behavioral, social and cultural factors related to individual and population health and health disparities over the life span. Teaching, research and practice in these areas contributes to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. The land grant setting of Utah State University provides unique opportunities for the Health Education and Promotion MPH program to provide additional professional postgraduate training for employed persons in community health settings through the state-wide USU Regional

Campus System and Extension programs.

The MPH program in Veterinary Public Health builds on the program of the USU School of Veterinary Medicine by offering specialized training in the emerging Public Health discipline of *One Health*, defined by the U.S. Centers for Disease Control and Prevention as the approach of working with veterinarians, ecologists, and physicians to monitor and control public health threats by applying the core disciplines of Public Health and specialized knowledge of veterinary medicine to learn how diseases spread among people, animals and the environment (https://www.cdc.gov/onehealth/). The Land-Grant setting of USU provides unique resources for the Veterinary Public Health MPH program with the School of Veterinary Medicine, Agricultural Extension programs, diagnostic laboratories, Institute for Antiviral Research, and strong academic programs in climate sciences, ecology, and natural resources.

The MPH program in Applied Biostatistics and Epidemiology will provide rigorous training in study design and data analysis for population-based health research, to help investigators accurately assess and quantify population health outcomes, determine possible interventions and preventive measures, make data-based policy decisions, and monitor how necessary services or interventions achieve their desired goals. The Applied Biostatistics curriculum will provide competencies in the collection, management, and analysis of health-related surveys and experiments, with additional emphasis on the application of modern software and statistical methods for the increasingly large data sets that are becoming more common in public health and biomedicine. Courses in Applied Biostatistics will also focus on the collaborative nature of health research, encouraging written and oral communication skills and interactive projects involving students across disciplines.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at highereduutah.org/policies/policyr312/ .

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement (https://www.usu.edu/president/missionstatement/). The Master of Public Health (MPH) graduate program will enhance this mission by contributing to many of the stated university mission goals including (1) enhancing the reputation of the University for learning, discovery, and engagement; (2) strengthening the recruitment, retention, graduation, and placement of graduate students; (3) building a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infusing new energy into graduate programs; (5) fostering new partnerships, both internally and externally.

There are numerous mission-based examples of other land grant institutions that have developed and currently offer Master of Public Health programs, including: Colorado State University, Louisiana State University, San Diego State University, Oregon State University, Ohio State University, Kansas State University, Idaho State University, Missouri State University, Penn State, and many others. As the land grant institution for the state of Utah, Utah State University is in a unique position to develop and deliver an MPH program with specialized tracks that can best meet the needs of rural and underserved regions of the state.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The need for public health trained professionals is on the rise. According to the American Public Health Association (APHA, 2011) 19% of the government related public health workforce jobs were lost in the economic downturn and countless more in the private sector. The aging and retirement of the public health workforce is also of concern. In addition, four out of five public health workers have no formal training in public health according to a study by the Centers for Disease Control and Prevention (APHA, 2011). However, the Affordable Care Act (ACA), recognizes the need for a larger and better trained public health workforce and includes several provisions to make this happen (APHA, 2011). These include, the public health workforce loan repayment program, mid-career training grants, and the fellowship training in public health program, to name a few. USU can

assist in filling this need for a well-trained public health workforce by offering the MPH degree to rural and underserved areas within the sate of Utah.

There are many potential benefits to USU and to the USHE system associated with offering a multi-track, interdisciplinary MPH program. First, the MPH program will attract new students to the university, especially in the Regional Campus (RC) system where access to an MPH program has been limited or non-existent, which is consistent with the outreach mission of USU as a land grant institution. Second, the MPH program will be unique in offering four distinct MPH tracks that share a common public health curriculum core. The tracks will build essential professional skills across multiple, high demand public health disciplines. Finally, the MPH will be able to increase graduate program enrollments overall at USU and throughout the RC system which will strengthen the USU School of Graduate Studies.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Public Health Nutrition (Department of Nutrition, Dietetics, and Food Science, NDFS): Nutrition and dietetics students who complete a MPH degree in Public Health Nutrition can seek out diverse positions in public health that offer opportunities for leadership roles, professional development, and higher pay and benefits. Potential positions for MPH graduates include: public health nutritionist, nutritional epidemiologist, program coordinator, public health educator, executive director, and nutrition services supervisor to name a few. These positions can be found in a variety of governmental, academic, nonprofit and for profit settings including: state and local public health departments, colleges and universities, health care organizations such as Intermountain Health Care (IHC), Utah Department of Workforce Services, Women Infants, and Children (WIC), food banks, food pantries, nutrition education programs such as SNAP-Ed and EFNEP, community action agencies, and anti hunger/ poverty organizations, among many others. Registered Dietitian's (RD's) will be required to have a master's level degree to establish entry-level professional requirements starting in 2024. While the specific master's degree requirements are not yet specified, dietitians often work in public health and community settings and yet are not often adequately exposed to public health coursework or hands on experience in such settings during undergraduate dietetics coursework. The USU MPH will assist in helping recent USU dietetics students meet entry-level requirements while also providing valuable coursework that prepares them to work in a variety of public health settings. According to the US Bureau of Labor Statistics, the median pay for dietitians and nutritionists in the US is $57,910 per year for 2015. The job outlook for 2014-2024 is 16% growth (much faster than average). The ten year employment projections for Utah is 3% annual change, higher than the US rate of 2.1%. Salary range for Utah in the Salt Lake City area is $25,200-$45,490 while for St. George area it is $42,500-$56,950. The Bear River area salary ranges from $40,379-$46,207 for 2014. The MPH degree is increasingly used as a stepping stone to medical or dental school when combined with a nutrition degree or other undergraduate science degree. For students interested in academic careers in public health, the MPH degree is excellent preparation for application to doctoral degree programs at a School of Public health (http://www.aspph.org/program-finder/), including the Ph.D. program in public health at the University of Utah.

Health Education and Promotion (Department of Kinesiology and Health Science, Health Education and Promotion Track, HEP): Students seeking a MPH degree with a health education and promotion emphasis can pursue a wide variety of high demand, high paying occupational options. These include, epidemiologist/statistician, disaster and emergency specialist, medical and health services managers, public health educator, public health nurse, medical social workers, to name a few. According to the US Bureau of Labor Statistics, the median pay in 2015 for an epidemiologist was $69,450 per year and typically requires a master's degree for an entry level position. The job outlook for 2014-2024 is 6% growth (as fast as average). Utah data were not available for epidemiologist, however, for a statistician (a similar job category) the Utah salary range is $50,250-$117,830 with a 10 year projected growth rate of 42%. In the Provo/Orem area the median salary is $103,200 and for Salt Lake City it is $69,440. Utah data for health educators show that the annual change rate for 2012-2022 is 3%, higher than the 1.9% for the US. The Utah median salary is $42,300 with a bachelor's degree. Medical and health service managers in Utah earn a median salary of $85,330 with a bachelor's degree. Utah data for medical and health service managers show that the annual change rate for 2012-2022 is 3.5%, higher than the 2.3% for the US. Healthcare social workers in Utah earn a median salary of $54,890 with a master's degree. Utah data for healthcare social workers show that the annual change rate for 2012-2022 is 4%, higher than the 2.7% for the US. Emergency management directors in Utah have a projected annual change rate of 2012-2022 of 1.6% as compared to the US at .8%. Annual median salary for 2014 in Utah was $64,230

with a bachelor's degree. It appears the demand in Utah for public health professionals is expecting higher than average growth rate. It is also expected that employers will seek out applicants with advanced training, such as the MPH degree which is considered more desirable than the MS degree in the health education profession.

Veterinary Public Health (Department of Animal, Dairy, and Veterinary Science, ADVS): Veterinarians who receive an MPH degree can increase their ability to become board certified in Veterinary Preventive Medicine as well as seek employment opportunities in local, state, and federal, agricultural and environmental agencies among others (University of Iowa). In addition, there is a great need for public health professionals who can address the issues of animal to human infectious disease transmission (zoonotic diseases), food safety concerns, and emergency response to such outbreaks (The Ohio State University). According to Jones et al. (Nature, February 2008, Global trends in emerging infectious diseases), emerging infectious diseases (EIDs) are a huge burden on global economies and public health. The authors identified 335 EIDs in global human populations between 1940 and 2005. These EID events have risen significantly over time and, of particular concern, 60.3% of EIDs are zoonotic diseases. Of the 60.3% that are zoonoses, 71.8% originate in wildlife. This emphasizes the important role that veterinarians may play in public health. Noteworthy examples of zoonotic EIDs include SARS (severe, acute respiratory syndrome), West Nile Virus, and Ebola virus. Veterinarians play a vital role in food safety because of the in depth knowledge of diseases such as Campylobacteriosis and Salmonellosis and the animals that may be infected and contaminate food supplies. According to the US Bureau of Labor Statistics, the median pay in 2015 for a veterinarian was $88,490 in 2015 and requires a doctoral or professional degree. The job outlook for 2014-2024 is 9% growth (faster than average). In Utah the annual median pay was $82,660 and a projected annual change rate of 2.7% as compared to 1.2% for the U.S. According to the U.S. Department of Labor Occupational Outlook Handbook and the School of Public Health Career Survey, the median salary for Public Health Veterinarians for graduates was $60,000-70,000 with 27% of positions in hospitals and clinics, 27% in universities and colleges, 13% in U.S. federal agencies, 7% in the military, 7% in industry, and 20% in other settings.

Applied Biostatistics and Epidemiology (Department of Mathematics and Statistics): Students in Mathematics and Statistics who complete a MPH degree in Applied Biostatistics and Epidemiology can look forward to excellent career opportunities in government, industry, and academia. The shortage of biostatisticians has been noted for decades, beginning with reports such as *Health Objectives for the Nation* and the *Seventh Report to the President and Congress on the Status of Health Personnel in the United States.* More recently, the Bureau of Labor Statistics projects demand for statisticians to grow 27 percent nationwide by 2022, and a 2011 report from McKinsey Global Institute indicates there could be a shortage of 140,000-190,000 analytically skilled workers by 2018. Job prospects for new graduates with master's degrees in biostatistics are excellent. According to the most recent salary survey from the American Statistical Association, the interquartile range of starting salaries for master's-level biostatisticians is between about $54,000 to $106,000. Those hired with managerial responsibility or who work in industry (particularly biopharmaceuticals) receive more competitive offers. Recent graduates from the Statistics program at USU have found positions with employers as diverse as pharmaceutical companies, university research groups, hospitals, and health-related industries. However, more competitive job candidates in today's market need to broaden their expertise and improve their ability to communicate in an interdisciplinary setting.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Current undergraduate USU students in ADVS, HEP, and NDFS were surveyed about their interest in attending a USU MPH program in spring semester of 2016. It important to note that students have not been recruited into, or educated about the advantages of, an MPH degree at this point.

Public Health Nutrition: Seventy undergraduate NDFS students completed the graduate interest survey (44 dietetics students and 26 nutrition science students), 85% of which will be graduating in either 2016 or 2017. Eighty-six percent of students indicated an interest in pursuing graduate school at some point after completion of a bachelor's degree with 34% indicating they planned to apply to Utah State University. Of those who plan to apply to USU, 26% plan to pursue a Masters of Public Health. All students who indicated interest in pursuing an MPH degree were junior and senior dietetics students. When asked why they would select a Master's of Public Health students indicated because they are interested in international nutrition, advocacy of community health, and overall interest in the degree requirements.

Health Education and Promotion: A total of 62 HEP students completed the MPH interest survey. The majority planned on pursuing a graduate degree within 1-2 years of graduation (55%). The majority of HEP students were interested in an MPH degree with 36% indicating yes and 48% indicating maybe. Current students overall seem to have a strong interest in graduate education in general and the MPH specifically. The majority of students were interested in a blended/hybrid format (40%). Student's motivation to obtain an MPH degree include increased skill set (84%), increased salary (69%), and ability to apply to new professional positions (63%).

Veterinary Public Health: Of the ADVS students who responded (n=67), the majority of students were interested in obtaining an MPH at USU if offered, responding as maybe (67%) or yes (9%). The vast majority of ADVS students (82%) planned to begin a graduate program 1-2 years after graduation. Students desired a face-to face (54%) or a blended/hybrid (38%) program delivery format for the program. The majority of students stated they were likely or somewhat likely to apply if USU offered an MPH program. Students noted that increased prestige (92%), ability to apply for new professional positions (74%), and increased salary (66%) were motivators for pursuing the MPH degree.

With additional education and marketing concerning the value of an MPH degree, it is expected that student interest will increase beyond the level observed in these surveys.

Professional Interest Data: In addition to the student survey, NDFS, HEP, and ADVS programs sent out a Qualtrics survey to health professionals in Utah through various professional list serves, state organizations, industry, and coalitions to determine the interest in a USU MPH program.

Public Health Nutrition: One hundred and five nutrition and dietetics professionals across Utah were surveyed to determine interest in obtaining a Master of Public Health degree from Utah State University. Of the professionals surveyed, 22% indicated they are interested in obtaining a MPH degree in the future and 42% indicated they were maybe interested in the MPH degree. Eighty percent of the individuals who expressed that they either are or maybe interested in obtaining an MPH degree expressed interest in attending Utah State University for graduate school. Professionals were most interested in applying for an MPH program that is offered online (48%), or blended/hybrid (34%) as opposed to an in person program (2%). If an online program were offered, 36% indicated they would be extremely likely to apply and 43% indicated they would be somewhat likely to apply to USU. Professionals indicated that their motivation to obtain an MPH included: to broaden skill sets (82%), an ability to apply for new professional positions (51%), and an increase in earning potential (46%).

Health Education and Promotion: A total of 108 health education professionals responded to the survey with 78% indicating they were full-time employees at the time of the survey. Most worked in either a public health setting (29%) or health care/ clinical setting (37%). Of the 108 responding, 36% were interested in obtaining a MPH degree (n=40) while 27% indicated they were maybe interested (n=30). Both online only (46%) and blended/hybrid delivery (46%) were of most interest. Over half of the professionals indicated that their employer would offer tuition assistance (51%). Health professionals were interested in the MPH degree to increase salary (71%) and earning potential (70%), broaden skill set (70%), and an increased ability to apply for new professional positions (75%). If an online USU program were available, 43% noted they would be extremely likely to apply and 38% noted they would be somewhat likely to apply.

Veterinary Public Health: A total of 61 veterinarians responded to the survey. There are 346 veterinarians in the UVMA, for a response rate of 17.6%. A total of 17% were interested in obtaining an MPH while 40% indicated they may be interested. In terms of program delivery, 48% of responders were interested in fully online program and 45% were interested in a blended or hybrid format. Professionals would be motivated to obtain an MPH degree primarily to broaden their skill set (86%) and the ability to apply for new professional positions (66%).

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within the intermountain west region, only the Colorado School of Public Health (CSPH) offers MPH tracks similar to those in this proposal, including health promotion/community health, public health nutrition, applied biostatistics, epidemiology, and animals, people, and the environment (e.g., vet science) along with 10 other track options. CSPH also offers both face to face

and online degree programs. In terms of the intermountain west region, Idaho State University offers a general MPH degree. In corresponding with Dr. Elizabeth Fore, the ISU MPH director, she noted that their program is a generalist program with no distinct track offerings. The program is an online only program. In terms of capping the program they keep the program at 1:10 FTE student faculty ration and have 3 full-time faculty with approximately 40 part time students enrolled at any one time. Between the academic years of 2012-2015 the applicant pool ranged from 33-22 with acceptance rates ranging from 8-16. Enrollment rates ranged from 7-10 between the academic years of 2012-2015. According to the most recent ISU self-study (2015) as of 2015 the ISU MPH program has been approved to be a Western Regional Graduate Program and hopes to recruit qualified students outside of Idaho.

In Utah, the University of Utah, Brigham Young University and Westminster currently offer the MPH degree. The University of Utah is the only USHE institution to offer the MPH degree. The U of U offers a general MPH program and several joint programs. These include the MD/MPH, MHA/MPH, MPA/MPH, MPP/MPH, and the MSW/MPH. In addition, they offer two graduate certificates, one in public health and another in global health. They also offer a Master's of Science in Public Health (MSPH) for those interested in research/thesis option and a PHD in public health. The most recent self-study (2014, p.161) indicates for the general MPH program (vs. the joint programs noted above) that approximately 39-55 students were accepted into the program for 2011-2014 each year and 26-39 students enrolled, depending on the year. The applicant pool ranged from 49-69 for 2011-2014. As of 2016, the MPH program has been approved to be a Western Regional Graduate Program. An initial meeting was held with the U of U MPH leadership team on August 9, 2016. The outcome of the meeting was positive with support expressed for the USU MPH proposal. Meetings are being scheduled between U of U and USU MPH leaders and faculty to exchange ideas and look for ways to collaborate, promote educational efficiencies, and avoid duplication of services. The two programs will be complementary in serving different audiences with different needs.

In speaking with Dr. Carl Hansen, the department head and the director of the MPH program at Brigham Young University (BYU), it was confirmed that BYU's MPH is a general program with a focus on health promotion. Students already accepted into the program can work toward a global health certificate should they chose to do so. Due to the school mandate that BYU focus on undergraduate education, the university caps the MPH to no more than 17 students admitted per year out of 40-50 applications. In addition, typical student acceptance rate per year is between 12-13 based on acceptance criteria with another 5 students wait-listed if the initial applicants do not attend. The BYU MPH program only offers face to face delivery and has no current plans to expand to online instruction.

Westminster College offers a general MPH degree and a Certificate in Public Health. Based on the most recent Council on Education for Public Health (CEPH) self-study (2011, p.134) for 2008-2011 application rates ranged from a high of 24 to a low of 15. Acceptance rates ranged from 24-14 and enrollment rates ranged from 22-13 for these same years.

USU is in a unique position to offer a valued and needed professional degree to citizens throughout rural and underserved areas of Utah by fully taking advantage of USU's Regional Campus system. Students and professionals surveyed are very interested in a distance education based MPH program with specialized tracks in public health nutrition, health education and promotion, veterinary public health, and applied biostatistics and epidemiology.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The designated service areas for Utah State University include Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Emery, Carbon, Grand, and San Juan counties. It is noted in section 4.1 of the R315 Service Area Principles that, “selected off-campus graduate programs are offered by universities at centers and branch campuses through university centers and distance learning technologies.” In that spirit, USU maintains education centers in all Utah counties where non-duplicative, distance delivered graduate and undergraduate degree programs are offered per R315 policy. USU will coordinate with other USHE institutions to offer the MPH in their service regions as appropriate and in accordance with R315. Based on input from prospective students (especially those who are already working professionals) it is probable that the delivery mode will need to be fully online for some tracks. In section 4.8.1 of the Service Area Principles it further states, “Courses or programs delivered via technology in asynchronous faculty-student interaction (fully 'on-line' programs) are exceptions to the geographic service

area designations."

The proposed USU MPH program will have little impact on the University of Utah's ability to recruit and retain high quality MPH students for several reasons. First, it appears that BYU and Westminster having MPH programs in the Wasatch Front area has had little to no impact on student enrollment at the U of U with recent enrollment rates ranging from 39-26 for 2011-2014 with no significant decline (Self -study, 2014). Second, the USU program will be a Regional Campus program and thus be able to recruit students from our designated service areas that the U of U traditionally does not support. Third, U of U, BYU, ISU, and Westminster all offer a general MPH program. Finally, it is hoped that the USU MPH program will become a meaningful feeder program into the U of U's PhD program in Public Health. We are proposing a track based program in the areas of public health nutrition, health education and promotion, veterinary public health, and applied biostatistics and epidemiology. We anticipate this will attract students who are interested in one of these specialized MPH tracks that do not have access to a similar program.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Professional accreditation will be sought through the Council on Education for Public Health (CEPH). Based on CEPH criteria, the USU MPH program could not apply for accreditation until the program has been accepting students for a minimum of three years. Upon accreditation, students having attended and graduated from the USU program would be retroactively considered to be graduates from an accredited program. As of 2016 the CEPH fee schedule is as follows:*

Application Fee: $2500
Accreditation Review Fee: $3000
Annual Support Fee: $3275
Consultation Visit Fee: $750-$1750

*Cost may increase if additional reviews or consultations are needed.

Prior to obtaining full accreditation, USU will join the Association of Accredited Public Health Programs (AAPHP) as an associate member. The mission of AAPHP is to "enhance the public's health by fostering and promoting CEPH accreditation for MPH programs for the development of the public health workforce" (www.aaphp.org). AAPHP will provide numerous consulting and mentoring resources as USU moves toward full CEPH accreditation.

Annual Dues for AAPHP Membership: $500

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Graduation standards and required number of credits will be consistent with accreditation expectations established by the Council on Education for Public Health (CEPH). It is noted that CEPH accreditation standards will be revised in the fall of 2016, and that the USU MPH program will adapt accordingly to those changes. In accordance with current CEPH standards, students in the USU MPH program will be required to complete 42 semester credit hours. All students will complete a common 15 credit public health core, and in addition will complete 15-18 required credits within a selected track (health promotion and education, nutrition and dietetics, veterinary public health, or applied biostatistics and epidemiololgy) and 9-12 credits of electives within the selected track. A 3.0 GPA or higher, and successful completion of appropriate coursework and capstone experiences will be required for graduation.

Admission Requirements

List admission requirements specific to the proposed program.

Students must meet some departmental requirements, in addition to requirements of the School of Graduate Studies, as shown at: http://www.usu.edu/graduateschool/apply/. Applicants must attain Graduate Record Examination (GRE) scores at the 40th percentile minimum on the Verbal, Quantitative, and Analytical Writing tests, and must have a 3.0 or higher GPA for the last 60 semester (90 quarter) credit hours. Once admitted, students are required to maintain enrollment as follows: Registered for 9 or more graduate credits or enrollment in at least 3 credits per semester in order to use University facilities and receive direction (including thesis or project report direction) from their major professor. Enrollment in at least 6 credits per semester if receiving an assistantship or fellowship from Utah State University.

Candidates for MPH graduate study must have adequate undergraduate training for the specific departmental MPH program they are applying to and must meet departmental requirements, in addition to requirements of the School of Graduate Studies, as shown at: http://www.usu.edu/graduateschool/apply/. The Public Health Nutrition MPH in the Department of Nutrition, Dietetics, and Food Sciences requires an undergraduate background in chemistry, biochemistry, mathematics, statistics, biology and nutrition. The Health Education and Promotion MPH in the Department of Kinesiology and Health Sciences requires an undergraduate degree with a background in program planning and evaluation, epidemiology, community health, and statistics. The Veterinary Public Health MPH in the Department of Animal, Dairy and Veterinary Sciences requires either an undergraduate degree with a background in biochemistry, chemistry, biology, mathematics, statistics, and animal disease, or a Doctor of Veterinary Medicine degree from an accredited veterinary college. The Applied Biostatistics and Epidemiology track in the Department of Mathematics and Statistics accepts students with an undergraduate degree in statistics, mathematics, or a wide variety of other disciplines, including the biological and social sciences. An advanced undergraduate class in probability and mathematical statistics and a class in linear algebra are desirable.

Prior coursework in public health is desirable for each of the MPH programs. Students may be accepted into the MPH graduate program with deficiencies in these areas; however, their supervisory committee will require that competencies equivalent to a BS degree in the department of study be obtained as part of the Program of Study.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

A twelve month MPH Director position will be established. The Director will have responsibility for program administration, accreditation, program marketing, faculty support, enrollment and retention initiatives, and other duties (65% administration, 25% teaching, 10% service). The MPH Director will be a tenured faculty member in one of the participating departments with a direct reporting line to the Deans of the Emma Eccles Jones College of Education and Human Services, the College of Agriculture and Applied Sciences, and the College of Science. A MPH Program Coordinator position will be established for each track (Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology) and together the Coordinators will form a MPH Steering Committee. The Steering Committee will work directly with the MPH Director to ensure overall program rigor, cohesiveness, institutional integration, and compliance with accreditation and institutional expectations. To promote coordination and system wide program cohesiveness, the MPH Director will regularly report to Deans and Department Heads of participating colleges and departments, and to the Vice President for Research and Graduate Studies. The MPH Director will be supported by a full-time staff assistant.

Current administrative structures that support graduate programs, including support from the Office of Research and Graduate Studies as well as college and departmental infrastructures that are already in place will also be used to support this program. The four proposed MPH tracks will be integrated, interdisciplinary programs with faculty assignments and supervision, course scheduling, and other functions administered through the departments of (1) Nutrition, Dietetics, and Food Sciences, (2) Kinesiology and Health Science, (3) Animal, Dairy, and Veterinary Sciences, and (4) Mathematics and Statistics. Staff resources for graduate program coordination are already in place within each participating department. The proposed MPH tracks will have minimal impact on the delivery of undergraduate courses within participating departments. Some of the courses currently being taught, that will be part of this program, are open to advanced undergraduate students but this slight increase in offerings for undergraduates will be the only impact on undergraduate programs.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/ graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Across the USU system there are numerous faculty and courses in place that are consistent with MPH program expectations. A concerted effort has been made over the past year to identify and assess faculty expertise and interest in participating in the proposed MPH program. Overall, the level of enthusiasm has been very high. Existing faculty are detailed in Appendix C.

After of careful review of institutional capacity, it has been determined that four new faculty lines will be necessary to fully cover all program content/learning competencies expected of MPH programs. All four new faculty hires will hold terminal degrees and be tenure track appointments. The new faculty will provide expertise in: Health Administration/Systems; Population Health; Dietetics and Nutrition; and Veterinary Public Health.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

It will be essential to establish a MPH Director position for this program. Data collection, self-studies, marketing, recruitment, retention, and other duties associated with accreditation and institutional expectations will be substantial. It is proposed that a current faculty member move from a 9 month academic year appointment to a 12 month fiscal year appointment to assume these duties. The reduced teaching load for this faculty member can be covered through a combination of existing resources and new faculty lines.

Advising, lab aides, and other support functions associated with delivery of the MPH program will be provided by existing staff within participating colleges and departments. It is anticipated that one new full-time staff assistant will be needed to support the MPH Director in relation to program administration, data collection, marketing, accreditation management, and other duties.

Student Advisement

Describe how students in the proposed program will be advised.

Each MPH student will be assigned a major professor in the student's discipline. The major professor along with two other USU MPH graduate faculty members will comprise a Supervisory Committee that will advise and approve the student's program of study, supervise the student's progress, oversee practicum and field work experiences, and conduct final capstone assessments of the student's work.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional library resources will be needed to support the MPH program. Key journals in the core disciplines of Public Health and related fields are available digitally at USU's library including biostatistics, epidemiology, environmental health, health behavior, health care policy and economics, biology, veterinary sciences, and medicine. Students and faculty also have rapid access to publications via interlibrary loan and internet resources.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The MPH program will be administered by an MPH Director, and a MPH Steering Committee made up of MPH Program Coordinators from each participating department. To ensure that the program is successful, the MPH Director and Steering Committee will utilize the following standards and assessments in the development, administration, and ongoing evaluation of the program:

The USU MPH program will seek accreditation through the Council on Education for Public Health (CEPH). The accreditation criteria (as of 2011) can be found at http://ceph.org/assets/SPH-Criteria-2011.pdf. It is noted that CEPH accreditation criteria are currently undergoing revision with new criteria to be released in the fall of 2016. The USU MPH program will adhere to the new criteria upon release. CEPH is the only independent agency recognized to accredit graduate schools and programs of public health. The USU MPH program will be accredited as a program with multiple tracks rather than as a school of public health. The public health school or program must be part of an institution of higher education that is itself accredited. Utah State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). As part of the accreditation process, the program will go through an intense CEPH review process that will include an exhaustive self-study, site visits, consultations, and five-year re-accreditation reviews.

The Curriculum Committee of each department is involved in course development and evaluation on an ongoing basis. Input from the faculty of each department will be sought by the Curriculum Committee to ensure that courses and curricula are adjusted as needed to meet the current skills and training required by those industries and institutions hiring graduates of USU MPH programs.

The Graduate Programs Committee in each department will perform a comprehensive review of the MPH program at approximately 5 year intervals as mandated by the School of Graduate Studies. The reviews will include surveys of current students, alumni, and employers of MPH graduates and reviews of comparable institutions.

In accordance with the Utah State Board of Regents Policy R411, departmental reviews will be periodically conducted to assess and improve educational standards. The MPH program would be subject to the same reviews. The USU Provost's Office will administer the review and there are two components to the review: a department self -study and an on-site department visit by an accreditation team. The department self-study will be at least once every 7 years and will include missions and goals, program descriptions, all degrees offered, support functions and outreach efforts. The review committee will consist of at least one Utah State University faculty member and two, off-campus experts in the departmental discipline under review.

Each department at USU has instituted the policy of having every course evaluated by students each time it is offered. Each course taught in the MPH program will be subject to the same student assessment. The IDEA system of course and teacher evaluation is used by Utah State University. It was implemented in 2011. It is a statistical, science-based assessment program that relies on an extensive, nationwide repository of course evaluation data. The system allows students to evaluate the quality of the course, the teacher, and the perceived progress toward instructor-selected course objectives. The IDEA system takes the raw course evaluation scores as input values and converts them to a normalized evaluation score by comparing to other course evaluations from the nationwide IDEA database. A score of 50 is average (scores between 45 and 55 are statistically identical and 40 % of courses are in this category). Courses with scores below 45 are below average (30% of courses) and courses with scores above 55 are above average (the final 30% of courses).

In addition, each graduating MPH student will be asked to take an exit survey via Qualtrics. The department head of each department in which there are MPH students will conduct an oral exit interview at or around the time that the students finish their degree.

Each department may also choose to have periodic Program Coordinator meetings (weekly or biweekly, for example) to evaluate the effectiveness of the MPH program on an ongoing basis.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Core and elective courses are being developed according to current CEPH guidelines, and will also be responsive to the new accreditation criteria that will be released in fall 2016. As currently conceptualized by CEPH, competencies in the five traditional core areas of public health (the core courses that all MPH students take), and seven interdisciplinary/cross-cutting areas, are the baseline skills in which graduating MPH students will be required to demonstrate competence. The five core areas are biostatistics, environmental health, epidemiology, health policy and management, and social and behavioral sciences. The seven interdisciplinary areas are communication and informatics, diversity and culture, leadership, professionalism, program planning, public health biology, and systems thinking. A document produced by the Association of Schools and Programs in Public Health (ASPPH) describes in detail the competencies to be mastered in each core and interdisciplinary area (http://www.aspph.org/app/uploads/2014/04/Version2.31_FINAL.pdf). Following CEPH and ASPPH guidelines, a comprehensive course/competency matrix will be used to ensure that each competency is adequately covered within the USU MPH curriculum, and to develop evaluative methods for demonstrating mastery for each competency. As appropriate, formative and summative assessment measures for each competency may include: mastery exams, class performance, evaluations and assignments, practicum evaluations, focus groups, presentations, fieldwork, and surveys.

A very important part of the MPH program is the practicum project. The project is expected to take place in the second year of the MPH at the earliest with occasional exceptions. The practicum project may take place after the student works with their advisor to pick an appropriate project of public health significance. A minimum of 200 hours of work on the project is required. A written proposal will be submitted to the student's Supervisory Committee before the student works on the project. At the end of the project, the student will present an oral or poster presentation of the project and will write a paper describing it. Off-campus students may present the project via IVC or at USU distance learning sites. In some cases, a research and thesis option is available to the student. This depends on the department and must be approved by the student's Supervisory Committee of and the USU graduate school.

Upon completion of the USU MPH, students will be fully qualified for professional level employment within their respective public health discipline.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

	Course Number	NEW Course	Course Title	Credit Hours
	General Education Courses (list specific courses if recommended for this program on Degree Map)			
			General Education Credit Hour Sub-Total	
	Required Courses			
+ -			MPH CORE COURSES	
+ -	NDFS 6200		Epidemiologic Methods	3
+ -	STAT 5500		Biostatistics Methods	3
+ -	ADVS 6XXX	X	Environmental Health	3
+ -	HEP 6200	X	Health Administration and Organizations	3
+ -	HEP 6800		Health Behavior	3
			Choose of the following courses:	
+ -				
+ -				
			Required Course Credit Hour Sub-Total	15
	Elective Courses			
+ -				
			Choose of the following courses:	
+ -				
+ -				
			Choose of the following courses:	
+ -				
+ -				
			Elective Credit Hour Sub-Total	0
			Core Curriculum Credit Hour Sub-Total	15

Can students complete this degree without emphases? Yes or X No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Public Health Nutrition	
+ -	NDFS 6210		Advanced Public Health Nutrition	3
+ -	NDFS 6600		Current Topics in Obesity	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	NDFS 6230		Communication of Current Topics in Nutrition	3
+ -	NDFS 7800		Graduate Seminar	1
+ -	NDFS 6970/6900		Thesis Research or Special Problems MPH Capstone Report	6
+ -	NDFS 6XXX	X	Public Health Seminar	2
			Choose 4 of the following courses:	
+ -	NDFS 6XXX	X	Food Security and Hunger	1
+ -	NDFS 6XXX	X	Nutritional Neurobiology	3
+ -	NDFS 6410		Nutrient Gene Interaction	3
+ -	NDFS 5310		Fundamentals of Nutrition Research	3
+ -	HEP 6000	X	Advanced Program Planning and Evaluation	3
+ -	HEP 5400		Prevention Strategies for Obesity and Disordered Eating	3
+ -	HEP 6400	X	Policy, Leadership, Systems, and Advocacy in Public Health	3
+ -	HEP 6350	X	Social Determinants of Health	3
+ -	NDFS 6XXX	X	Counseling and Motivational Interviewing for Health Professionals	3
+ -	STAT 6XXX	X	Statistical Methods for Big Data	2
+ -	STAT 5XXX	X	SAS Certification	2
+ -				
			Emphasis Credit Hour Sub-Total	26
			Total Number of Credits to Complete Program	41
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Health Education and Promotion	
+ -	HEP 6000	X	Advanced Program Planning and Evaluation	3
+ -	HEP 6400	X	Policy, Leadership, Systems, and Advocacy in Public Health	3
+ -	HEP 6350	X	Social Determinants of Health	3
+ -	HEP 6550	X	Qualitative Methods for Public Health	3
+ -	HEP 6450	X	Social Epidemiology	3
+ -	HEP 6600/HEP6970	X	Practicum or Thesis	3

	Course Number	NEW Course	Course Title	Credit Hours
			Choose 5 of the following courses:	
+ -	HEP 5200		Foundations of Global Health	3
+ -	ADVS 6XXX	X	One Health: People, Animals, and the Environment	3
+ -	NDFS 6600		Current Topics in Obesity	3
+ -	ADVS 6XXX	X	Introduction to Public Health	3
+ -	ADVS 6XXX	X	New and Emerging Diseases	3
+ -	STAT 5XXX	X	Introduction to R	1
+ -	MGT 6500		Managing Individuals and Groups	3
+ -	STAT 5XXX	X	SAS Certification	2
+ -	STAT 6XXX	X	Bioinformatics	2
+ -	STAT 6XXX	X	Statistical Methods for Big Data	2
+ -	NDFS 6XXX	X	Food Insecurity and Hunger	1
+ -	NDFS 6XXX	X	Counseling and Motivational Interviewing for Health Professionals	3
+ -				
			Emphasis Credit Hour Sub-Total	26
			Total Number of Credits to Complete Program	41
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Veterinary Public Health	
+ -	ADVS 6XXX	X	One Health: People, Animals and the Environment	3
+ -	ADVS 6XXX	X	Introduction to Public Health	3
+ -	ADVS 6XXX		Zoonotic Diseases	3
+ -	ADVS 6XXX	X	MPH Practicum or Thesis	3
			Choose 6 of the following courses:	
+ -	ADVS 6XXX	X	Ecology	1
+ -	ADVS 6XXX	X	Genetics & Epigenetics of Cancer and Aging	3
+ -	ADVS 6XXX	X	Developmental & Reproductive Toxicology	3
+ -	ADVS 7236/VM 7536		Veterinary Bacteriology	4
+ -	ADVS 6XXX	X	Applied Veterinary Epidemiology	3
+ -	ADVS 6XXX	X	New and Emerging Diseases	3
+ -	ADVS 6XXX	X		
+ -				
			Emphasis Credit Hour Sub-Total	29
			Total Number of Credits to Complete Program	44
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Applied Biostatistics and Epidemiology	
+ -	STAT 5XXX	X	Introduction to R	1
+ -	STAT 6XXX	X	Advanced R	2
+ -	STAT 5XXX	X	SAS Certification	2
+ -	STAT 5XXX/6XXX	X	Longitudinal Data and Survival Analysis	2
+ -	STAT 6XXX	X	Thesis/Capstone	6
			Choose 7 of the following courses:	
+ -	STAT 5120		Categorical Data Analysis	3
+ -	STAT 5XXX/6XXX	X	Statistical Genetics	2
+ -	STAT 5XXX/6XXX	X	Bioinformatics	2
+ -	STAT 5600		Multivariate Data Analysis	3
+ -	STAT 5XXX	X	Data Visualization 1	2
+ -	STAT 6XXX	X	Data Visualization 2	2
+ -	STAT 5100		Applied Regression	3
+ -	STAT 5XXX/6XXX	X	Statistical Methods for Big Data	2
+ -				
			Emphasis Credit Hour Sub-Total	29
			Total Number of Credits to Complete Program	44
	Remove this emphasis			

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The MPH degree is designed to meet the accreditation requirements of the Council on Education for Public Health (CEPH, at http://ceph.org/) The MPH requires a minimum of 42 semester credit hours including 15 credits of required core courses, common to all degree options, departmental required courses, elective courses, seminars, and credits for the Plan A, Plan B, or Professional degree options described below. (Discrepancies in required credit hours as listed above in Appendix A for each track are a function of the table formulas, but all tracks will require at least 42 semester credits.)

Text of options below were reviewed and approved by Assoc. Dean Richard Inouye, May 4, 2016:

Plan A option: requires preparation of a thesis, and 6 to 15 thesis credits are required. The semester(s) during which a student registers for thesis credit should correspond as closely as possible to the semester(s) in which the thesis work is done and faculty supervision is provided. The thesis for a Plan A master's degree is to be a contribution to the field of knowledge based on the student's own research, or a treatment and presentation of known subject matter from a new perspective. The student and major professor should decide upon a problem or subject for the thesis study by the end of the student's second semester of graduate study.

Plan B option: requires the production of a scholarly paper and completion of 2-3 credits of thesis research. The Plan B paper is usually a review of literature based on inquiry, systematic research, and analytic critique of the findings. The summary and conclusions developed should enhance knowledge in the discipline. Plan B papers and reports should follow the same format specifications as theses and dissertations and are expected to reflect equivalent scholarship standards, even though they may be less intensive and not demand the originality of a Plan A thesis. Plan B papers are defended but are not reviewed by the

Graduate School or signed by the dean of graduate studies. Plan B papers must be submitted to the Merrill-Cazier Library.

Professional degree: A master's degree option with no thesis or Plan B paper is available. Those seeking professional degrees must complete a supervised field or professional experience, write a capstone paper about it, and give a presentation on it to the department in which the student is enrolled. Students should contact their advisor early in their program to outline an acceptable project and to be certain that all degree requirements will be met and that all appropriate paperwork has been sent to the School of Graduate Studies.

It is anticipated that the majority of USU MPH students will choose the Professional degree option.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	54	20	16
Faculty: Part Time with Doctorate	3	0	0
Faculty: Full Time with Masters	4	0	13
Faculty: Part Time with Masters	0	0	1
Faculty: Full Time with Baccalaureate	0	0	2
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			104
Staff: Full Time			71
Staff: Part Time			21

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Craig	Day	Other	PhD	Utah State University	18%	Research Fa
	Jane	Kelly	Other	DVM, MS, M	North Carolina State, USU, U. of Iowa	20%	Clinical Assc
	Ralph	Meyer	T	PhD	U Kaiserslautern; German Cancer Research Center	15%	Associate Pr
	Mirella	Meyer	Other	PhD	Ederhard Karls Univ	40%	Research Fa
	Kerry	Rood	T	MS, DVM	Utah State University, Kansas State University	10%	Associate Pr
	Bart	Tarbet	T	DVM	University of Delaware	20%	Research As
	Young-Min	Lee	TT	PhD	Johns Hopkins University	15%	Research As
	Zhongde	Wang	TT	PhD	University of Massachusetts	25%	Associate Pr
	Julie	Gast	T	PhD	Southern Illinois Univ. at Carbondale	30%	Professor
	Steve	Hawks	T	EdD	Brigham Young University	15%	Professor
	Phillip	Waite	T	PhD	University of Utah	15%	Professor
	Maya	Miyairi	TT	Phd	University of Utah	5%	Assistant Pr
	Travis	Peterson	T	PhD	Brigham Young University	5%	Professor
	Christopher	Corcoran	T	ScD	Harvard University	10%	Professor
	Richard	Cutler	T	PhD	University of California, Berkeley	15%	Professor
	Adele	Cutler	T	PhD	University of California, Berkeley	20%	Professor
	John	Stephens	T	PhD	Purdue	15%	Professor
	Sheryl	Aguilar	TT	RD, MS		25%	Clinical Assi
	Martha	Archuleta	T	RD, PhD		20%	Professor

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Clara	Cho	TT	PhD	University of Toronto, Cornell Univ.	25%	Assistant Pr
	Carrie	Durward	TT	RD, PhD	Penn State University	25%	Assistant Pr
	Korry	Hinze	T	PhD	North Dakota State University	25%	Associate Pr
	Ronald	Munger	T	MPH, PhD	University of Washington	75%	Professor
	Michael	LeFevre	T	PhD	University of California, Davis	20%	Professor
	Mateja	Savoie-Roskos	TT	RD, MPH, P	University of North Dakota, Idaho State University, Utah State University	50%	Clinical Assi
	Tamara	Steinitz	T	RD, MS	Utah State University	20%	Clinical Assc
	Heidi	Weingreen	T	RD, PhD	Utah State University	40%	Associate Pr
	Daniel	Coster	T	PhD	University of California, Berkeley	5%	Professor
	Guifang	Fu	TT	PhD	Penn State University	10%	Assistant Pr
	Juergen	Symanzik	T	PhD	Iowa State	15%	Professor
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		4		Health Administration/Management TT Logan (KHS, year 1);	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time	1		1	MPH Director (tenured); Program Staff Assistant	100
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	3,119	3,213	3,309	3,408	3,510	3,615
# of Majors in Proposed Program(s)		15	45	60	60	60
# of Graduates from Department	488	503	518	533	549	566
# Graduates in New Program(s)			15	30	30	30
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1 Addition to Base Budget for New Program(s)	Year 2 Addition to Base Budget for New Program(s)	Year 3 Addition to Base Budget for New Program(s)		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."						
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$6,460,005	$302,200	$400,200	$512,200		
Operating Expenses (equipment, travel, resources)	$1,206,592	$6,500	$12,250	$6,500		
Other: Distance Delivery Course Conversion/Course Development		$21,000	$21,000			
TOTAL PROGRAM EXPENSES		$329,700	$433,450	$518,700		
TOTAL EXPENSES	$7,666,597	$7,996,297	$8,100,047	$8,185,297		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$213,862	$72,035	$17,538		
Appropriation	$7,666,597					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		$115,838	$361,415	$501,162		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		$329,700	$433,450	$518,700		
TOTAL DEPARTMENT FUNDING	$7,666,597	$7,996,297	$8,100,047	$8,185,297		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

New Ongoing Faculty/Staff Expenses

Health Administration Faculty Member (KHS, tenure-track, salary and benefits): $105,000 (beginning year 1)
Population Health Faculty Member (KHS, tenure-track, salary and benefits): $105,000 (beginning year 1)
Dietetics Faculty Member (NDFS, tenure-track, salary and benefits): $98,000 (beginning year 2)
Veterinary Medicine Faculty Position (ADVS, tenure-track, salary and benefits): $112,000 (beginning year 3)
Staff Assistant (salary and benefits): $59,200 (beginning year 1)
MPH Director* (salary and benefits): $33,000 (beginning year 1)

*The MPH Director position will result from the conversion of an existing 9 month faculty salary (academic year) to a 12 month administrative salary year (fiscal year). The reduced teaching load for the Director position will be covered by the two new faculty lines in Kinesiology and Health Science.

One Time Accreditation and Course Development Costs in Yrs 1-3

Accreditation Related Travel: $4,000 per year, yrs 1-3
Annual CEPH Application Fee: $2,500 per year, yrs 1-3
Self-Study Document Review $3,000 in year 2
Consultation Site Visits* $2,750 in year 2
Distance Delivery Course Conversion $42,000 ($1,000/credit for 42 credits split between yrs 1-2)

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The Provost's Office will provide initial funding via internal reallocation to recruit new faculty and meet one-time expenses as outlined above with the anticipation that enrollment projections and new tuition associated with the program will replace internal reallocations.

Academic Instructional Services (AIS) will provide financial support for course conversion to online delivery formats based on specific needs of each course.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The USU MPH program will largely be funded through new tuition and fees generated from the program. Based on strong anticipated student demand as detailed in Section III, each participating department will accept 5 new students in year one, and 10 students in subsequent years (30 new students per year across departments). At 42 credits, most students will take two years to complete the MPH (60 students total in the program by year 3). Based on the USU tuition and fee table for resident graduate students, and assuming a 4% annual increase in tuition/fees for years 2-3, the program will generate revenues as follows:

Year 1: 15 students (10 credits fall, 11 credits spring) = $115,838
Year 2: 45 students (10 credits fall, 11 credits spring) = $361,415
Year 3: 60 students (10 credits fall, 11 credits spring) = $501,162

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template

Institution Submitting Request:	Utah State University
Proposed Program Title:	Bachelor of Science in Nursing
Sponsoring School, College, or Division:	College of Education and Human Services
Sponsoring Academic Department(s) or Unit(s):	Department of Nursing and Health Professions
Classification of Instructional Program Code[1] :	51.1601
Min/Max Credit Hours Required to Earn Degree:	120 / 120
Proposed Beginning Term[2]:	Fall 2017
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (BA)	Bachelor of Arts Degree
☒ (BS)	Bachelor of Science Degree
☐	Professional Bachelor Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Professional Master Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐	Doctoral Degree (specify award type[3]:)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ Date:

☐ I understand that checking this box constitutes my legal signature.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education
Program Description - Full
Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Nursing effective Fall 2017. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

The state of Utah and the United States are facing another nursing shortage. According to the U.S. Department of Labor, Bureau of Labor Statistics, employment for nurses will increase from 2.86 million to approximately 3.4 million jobs between 2012 and 2022, more than a twenty percent increase. At the same time, over half a million registered nurses are projected to leave the workforce. In Utah, the Department of Workforce Services also anticipates a rise in registered nurse job openings. Annually, nearly one thousand openings for registered nurses are anticipated over the next 17 years.

With the increased need for registered nurses comes a call for nurses with more training. Newly graduated nurses with Associate's degrees (ADN) are still being hired in many facilities, but jobs are not as easy to find for new graduates from ADN programs. More nurses with Bachelor's degrees are being hired by the health care industry than in the past. The Department of Workforce Services notes in their employment projections that registered nurses with Bachelor's degrees in nursing (BSN) will have better job prospects than nurses who do not have Bachelor's degrees.

In its Future of Nursing report in 2011, the Institute of Medicine recommended that 80% of registered nurses have a baccalaureate degree by 2020. The report noted that:

> "The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century. As patient needs and care environments have become more complex, nurses need to attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration, as well as competency in specific content areas such as community and public health and geriatrics. Nurses also are being called upon to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals. To respond to these increasing demands, the IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them to meet the needs of the population."

The state of Utah only has two USHE institutions that offer pre-licensure Bachelor's degree for people planning on becoming registered nurses: Southern Utah University and University of Utah. These nursing programs produce excellent graduates who help meet the growing need for Bachelor's prepared registered nurses. Each year many qualified students who apply are not admitted into either nursing program due to limited capacity. In 2015, the Associate Dean at the University of Utah College of Nursing said that 128 students were admitted of the 300 qualified for admission. Even if these two programs could take 50% more students, they cannot meet Utah's student demand or health care industry needs.

Seeing an industry shortage in Bachelor's prepared nurses and a lack of capacity to educate potential students at

this level, Utah State University proposes to offer a Bachelor of Science in Nursing (BSN) degree to be based on the Logan campus. Similar to many BSN programs, the proposed program will consist of eight semesters of education. The first two years will include pre-nursing and general education courses followed by two years of content that is focused on more specific nursing related issues such as pediatrics, women's health, medical-surgical nursing, and community health. Students will enter and progress through the program in cohort groups. Graduates of the program will be eligible to take the National Council of State Boards of Nursing NCLEX-RN examination for licensure in the state of Utah. Although BSN-prepared registered nurses may work in similar facilities and positions as associate degree-prepared registered nurses, registered nurses with a BSN degree typically have more responsibility, higher salaries, and greater opportunities for supervisory/managerial roles. Graduates of the program will be prepared to advance their education to become advanced practice nurses, nurse educators, clinical nurse specialists, and nurse administrators.

Consistency with Institutional Mission

The mission of Utah State University is to be a premier student centric university that serves the Utah public through learning, discovery, and engagement. This BSN program will achieve that mission by providing students with greater accessibility to nursing education in the state.

Section III: Needs Assessment

Program Rationale

With the merger of the College of Eastern Utah in 2010, Utah State University obtained accredited nursing programs. Since that time, students have been able to prepare to become licensed practical nurses (LPNs) through a certificate program and registered nurses (RNs) through USU's AAS (Applied Associate of Science) degree program. The practical nursing certificate and AAS in nursing programs have served the students and the communities of Eastern Utah for many years. USU currently offers AAS in nursing courses to prepare students for the national licensure exam and careers as RNs at three locations: Blanding, Price, and Vernal. A USU nursing program is not offered in Logan. However, USU has had a collaborative agreement with Weber State University to offer an Associate's degree in nursing (ADN) enabling students to take nursing courses on the Logan campus. This agreement has well served USU and the students interested in nursing. WSU is discontinuing its ADN program on the USU Logan campus and has admitted its last Associate's degree in nursing cohort at this location. The final cohort of WSU ADN students will graduate in May of 2017. Weber State University will continue to have a presence in the Logan area educating LPNs to be prepared for careers as RNs through the completion of an Associate's degree.

The community is in need of additional RNs to provide high quality health care. The Department of Nursing and Health Professions administrators have met with local health care industry leaders, such as the Chief Nursing Officer at the Logan Regional Medical Center (a letter of support is attached in Appendix E). The health care industry leaders who have been contacted support the offering of a Bachelor's degree nursing program in Logan as it will assist in meeting the needs for qualified nurses.

An additional benefit of the USU Bachelor's degree in nursing program will be the ability to help strengthen the existing USU nursing programs. BSN program faculty and staff would provide additional expertise and support to benefit all USU nursing programs including those in the eastern part of the state. Further, a USU BSN program would provide potential pathways for future nurses to become faculty members or explore other nursing career paths.

Labor Market Demand

According to the Utah Department of Workforce Services, the registered nursing occupation “is expected to experience faster than average employment growth with a high volume of annual job openings.” The Utah Department of Workforce Services also projects job opportunities for registered nurses to be good. As previously mentioned, the Department projects a need for 970 openings for registered nurses in the state of Utah each year between 2012 and 2022. The Department notes that “generally, registered nurses with at least a Bachelors (sic) degree in nursing (BSN) will have better job prospects than those without one.” This claim that a Bachelor's degree improves job prospects is supported by organizations such as Intermountain Healthcare and the Veterans Administration. Currently, Intermountain Healthcare facilities are giving preference to hiring registered nurses who have BSNs over those who do not. Similarly, the Veterans Administration does not hire RNs unless they have a bachelor's degree or higher.

Nurses need to have at least a Bachelor's degree to go on to most advanced practice nursing careers such as nurse midwife, nurse practitioner, and nurse anesthetist. Nurses with specialized training in these areas are highly recruited and needed particularly in rural areas. Currently, the Utah Department of Workforce Services rates the nurse practitioner occupation at the highest level for employment due to demand and wages. The Department expects that this occupation will have faster than average growth with a 4.7% annual rise in job opportunities.

In addition to needing Bachelor's prepared nurses to care for the community, Bachelor's- and higher-prepared nurses are needed to become nursing faculty as there are state and national shortages of nursing faculty according to the American Association of Colleges of Nursing. The Utah Department of Workforce Services projects the need for postsecondary nursing instructors and teachers will experience a much faster than average employment growth over the next several years. Some of the need is due to replacement of retiring faculty and the growth in nursing education. Nurses who want to become instructors are expected to have more training than is offered in an Associate's degree. Clinical instructors must have a Bachelor's degree or higher to teach in Utah's accredited colleges and universities. A Master's degree at a minimum is required for most full-time faculty positions. A BSN program will open the door for nurses who want to fill the growing number of faculty and instructional roles.

Student Demand

The American Association of Colleges of Nursing calculated that in the 2013-2014 academic year, over fifty thousand qualified applicants to Baccalaureate programs were not accepted due to lack of program capacity. According to the National League for Nursing, over 35% of qualified program applicants are not admitted to BSN programs. This indicates a substantial demand for BSN programs.

Each year hundreds of USU Logan campus students identify themselves as pre-nursing majors even though USU Logan does not have a nursing program in Logan. The large number of pre-nursing students already on campus will create competitive admissions for program entry.

Similar Programs

Only two USHE institutions have four-year pre-licensure Bachelor's of nursing programs: University of Utah and Southern Utah University. There are other USHE universities and colleges that offer Associate's degrees and/or Bachelor's completion programs in nursing, which may take longer to complete. It is anticipated the planned thirty seats will be filled with stellar students without making a substantial impact on admissions at Southern Utah University or the University of Utah.

Collaboration with and Impact on Other USHE Institutions

This proposed program should have minimal, if any, impact on other USHE institutions as there is an overabundance of qualified students applying to existing BSN programs. Statistics from Mountain Measurement,

Inc. indicate that approximately 40% of qualified nursing program applicants (both ADN and BSN) at USHE institutions are not admitted due to lack of program capacity. Therefore, creation of this program should not limit the ability of existing programs to continue to fill their seats with high achieving students.

Program planning has included closely aligning USU BSN program curriculum with the University of Utah and Southern Utah University nursing programs. Having similar pre-requisites will enable students who are not admitted into one program to qualify for admission to another. Both the USHE BSN programs acknowledge an increased need for additional BSN education in Utah and have been supportive of the USU BSN. Support letters from Southern Utah University and University of Utah nursing leadership can be found in Appendix E.

External Review and Accreditation

In developing the curriculum, a variety of nursing education standards were reviewed, including the "The Essentials of Baccalaureate Education for Professional Nursing Practice" by the American Association of Colleges of Nursing, and "Quality and Safety Education for Nurses" comprehensive competencies from the National Institute of Nursing Research. The National Registered Nurse Licensing Exam-RN (NCLEX-RN) Detailed Test Plan also was taken into consideration in building the curriculum as well as criteria required by the Accreditation Commission for Education in Nursing (ACEN). Approval for implementation of the program will be sought from the Utah State Board of Nursing.

The Utah State University PN and ADN programs currently are accredited by ACEN. USU will apply for candidacy for ACEN accreditation for the BSN program once the program has received Board of Regents and NWCCU approval. The Utah Nurse Practice Act also was reviewed and used in the curricular development. Other nursing curricula from similar universities within the state and region were evaluated and considered in developing the course plan. In addition, a national curriculum expert, Dr. Liz Close, provided input on how to improve the BSN plan of study.

Section IV: Program Details

Graduation Standards and Number of Credits

Students will complete the program in eight semesters or 120 credits. Courses meet the baccalaureate degree requirements mandated by USHE, and fall within acceptable guidelines of the Accreditation Commission for Education in Nursing. Students will be required to achieve a C or better in each nursing course for graduation from the program.

Admission Requirements

To be admitted to the program, students will be required to:

- Have an overall GPA of 3.0 or higher;
- Complete each prerequisite course with a grade of B- or higher;
- Achieve an acceptable score on the ATI-Test of Essential Academic Skills for nursing and other health professions;
- Write an essay on the meaning of professional nursing, nursing's contribution to health care, and their goals as a professional nurse; and
- Submit three letters of recommendation.

Curriculum and Degree Map

Refer to Appendix A for a list of courses and Appendix B for a program Degree Map, or graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

USU has made nursing education programs a priority and provided extensive support and resources for the current nursing programs. This includes the formation of a Department of Nursing and Health Professions, which was approved by the State Board of Regents in July 2014. The Department of Nursing and Health Professions includes a Director of Nursing Programs, Dr. Carole Grady, who will serve as the program administrator for the proposed BSN program. The Department of Nursing and Health Professions is in the Emma Eccles Jones College of Education and Human Services. This College is well situated to handle the proposed nursing program, as it is currently the home for many clinical and human service programs. Courses were chosen to meet the specific curriculum outcomes and to fulfill the USHE criteria for graduation. The pre-requisite and support courses for the program are in place and offered regularly through USU at the Logan campus. We currently have a temporary clinical space established that has served the RN program where Weber State University delivers clinical training on the Logan campus. Beginning in January 2018 the BSN will occupy clinical laboratory space in the new Clinical Excellence Building currently under construction with a scheduled opening date of November 2017. This facility will provide several simulation rooms plus a general skills lab encompassing the didactic classroom and debriefing spaces.

Faculty

Faculty will be in place to support the program. Two full-time faculty, one of whom also will have program coordination responsibilities, will be hired for the first year of the program. Two part-time faculty also will be utilized during the first year of the program for supervision of practicum experiences in clinical settings. An additional two full-time faculty and two part-time clinical instructors will be needed as the program begins its second year when there will be two cohorts of students in the program.

Staff

Existing administrative staff and advisors are in place in the Department of Nursing and Health Professions to support the program. Secretarial support will be provided by the current staff assistant position in the Department of Nursing and Health Professions.

Student Advisement

A full-time advisor currently works for the department and will continue to provide student advising in nursing. It is projected that this advisor will adequately meet the needs of students in the program.

Library and Information Resources

The library resources are adequate to address the needs of the proposed BSN program including an abundance of online databases through the Merrill-Cazier Library providing access to leading nursing and health care journals.

Projected Enrollment and Finance

Refer to Appendix D for projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

The Accreditation Commission on Nursing Education requires program review on a regular, continuing basis. As application for accreditation candidacy status is made to ACEN, the program will develop a systematic plan of evaluation that addresses achievement of program outcomes (NCLEX-RN licensure exam first-time pass rates, graduation rates, and employment rates) and student learning outcomes. The systematic plan of evaluation will be used to guide decision-making in the program and provide a mechanism for continuous program assessment and quality improvement.

Program outcomes and expected levels of achievement are:

- NCLEX-RN licensure exam first-time pass rates: 80% or better of program graduates within the same 12-month period will pass the NCLEX-RN licensure exam on the first attempt.
- Graduation rates: 90% of students who begin the first nursing course will graduate from the BSN program within 6 semesters.
- Employment rates: 90% of program graduates will be employed as an RN within 6 to 12 months following graduation, or enrolled in a graduate nursing education program.

Upon completion of the BSN program, students will be able to:

1. Incorporate knowledge from the arts, humanities and sciences in the planning and provision of professional nursing care across the lifespan and continuum of health care environments.
2. Integrate reliable evidence from multiple perspectives to inform safe practice and make reasonable clinical decisions.
3. Manage data, information, and technology to inform and guide nursing practice.
4. Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
5. Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.
6. Apply principles of health promotion and disease prevention to the care of individuals, families, communities, and populations.
7. Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of nursing care.

Student Standards of Performance

Assessment of student performance will include formative and summative measures. Examples include but are not limited to the following:

- Formative: concept maps, quizzes, interval exams, group presentations, weekly clinical evaluation tools, Assessment Technology Institute (ATI) standardized tests, evidence-based practice/research papers, communication rubrics
- Summative: comprehensive final exams, final clinical evaluation tool, ATI NCLEX-RN Content Mastery and Predictor tests, capstone project, NCLEX-RN exam pass rates

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
		General Education Credit Hour Sub-Total	15
Required Courses			
NURS 3010	X	Nursing Health Assessment	1
NURS 3015	x	Nursing Health Assessment Lab	1
NURS 3020	x	Fundamentals of Nursing	2
NURS 3025	x	Fundamentals of Nursing Lab	2
NURS 3030	x	Nursing Management of Care	4
NURS 3035	X	Nursing Management of Care Practicum	3
NURS 3040	X	Pharmacology of Health Care	3
NURS 3210	X	Population Health & Prevention	3
NURS 3215	X	Population Health & Prevention Practicum	2
NURS 3220	X	Family Nursing Through the Lifespan	4
NURS 3225	X	Family Nursing Through the Lifespan Practicum	2
NURS 3230	X	Evidence Based Health Care	3
NURS 3240	X	Health Information Management & Technology	2
NURS 4010	X	Leadership, Management, & Policy in Health Care	4
NURS 4015	X	Leadership, Management, & Policy in Health Care Practicum	2
NURS 4020	X	Nursing Management of Care 2	4
NURS 4025	X	Nursing Management of Care 2 Practicum	4
NURS 4210	X	Nursing Capstone	2
NURS 4215	X	Nursing Capstone Practicum	4
BIOL 2520	X	Pathophysiology	3
BIOL 2320	X	Human Anatomy	4
BIOL 2420	X	Human Physiology	4
BIOL 2060	X	Elementary Microbiology	4
PSY 1010		General Psychology	3
BIOL 1010		Biology and the Citizen	3
STAT 1040		Intro to Stats	3
FCHD 1500		Human Development over the Lifespan	3
CHEM 1110		General Chemistry 1	4
CHEM 1120		General Chemistry	4
CHEM 1125		General Chemistry Lab	1
NDFS 1020		Nutrition	3
CI of Choice		Communicative Intensive (suggest HEP 3600, 5000, or 5100)	3
DHA of Choice		Depth Humanities & Creative Arts	2

Course Number	NEW Course	Course Title	Credit Hours
PSY 3210		Abnormal Psychology	3
		Required Course Credit Hour Sub-Total	99
Elective Courses			
		Electives	6
		Elective Credit Hour Sub-Total	6
		Core Curriculum Credit Hour Sub-Total	120

Program Curriculum Narrative

NA

Appendix B: Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PSY 1010 Gen Psychology (BSS)	3	Breadth Creative Arts Course of choice	3
ENGL 1010 Intro to Writing (CL1)	3	FCHD 1500 Human Development over lifespan	3
BIOL 1010 Biology and the Citizen (BLS)	3	BIOL 2320 Human Anatomy	4
STAT 1040 Intro to Stats (QL)	3	CHEM 1110 General Chemistry I (PBS)	4
Elective	3	Elective	1
Total	15	Total	15
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
BIOL 2420 Human Physiology	4	ENGL 2010 Intermediate Writing (CL2)	3
BIO 2060 Elementary Micro	4	BIOL 2520 Pathophysiology	3
Breadth American Institutions course	3	CHEM 1120 General Chemistry (BPS/Explora)	4
Breadth Humanities course	3	CHEM 1125 General Chemistry Lab	1
Elective	1	NDFS 1020 Nutrition (BLS/Exploratory)	3
		Elective	1
Total	15	Total	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
NURS 3010 & 3015 Nursing Health Assessm	2	NURS 3210 Population Health & Prevention	3
NURS 3020 & 3025L Fundamentals of Nursing	4	NURS 3215 Population Health & Prevention P	2
NURS 3040 Pharmacology in Health Care	3	NURS 3220 Family Nursing Through the Lifes	4
NURS 3030 Nursing Management of Care 1	4	NURS 3225 Family Nursing Through the Lifes	2
NURS 3035 Nursing Management of Care 1 P	3	NURS 3230 Evidence Based Health Care	3
		NURS 3240 Health Information Management &	2
Total	16	Total	16
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
NURS 4010 Leadership, Management, & Poli	4	NURS 4210 Nursing Capstone	2
NURS 4015 Leadership & Man, & Policy in H	2	NURS 4215 Nursing Capstone Practicum	4
NURS 4020 Nursing Management of Care 2	4	Communicative Intensive (suggest HEP 3600,	3
NURS 4025 Nursing Management of Care 2 P	4	Depth Humanities & Creative Arts	2
		PSY 3210 Abnormal Psychology (DSS)	3
Total	14	Total	14

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			1
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			2
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Carole	Grady	Other	EdD	Utah State University	50%	Prof Pract
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		2		PhD, with Masters in Nursing	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters			2	BSN with Masters in Nursing	100%
Faculty: Part Time with Masters			4	BSN with Master's in Nursing	100%
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	41	70	105	120	130	135
# of Majors in Proposed Program(s)		20	50	60	60	60
# of Graduates from Department	30	35	60	70	75	80
# Graduates in New Program(s)		0	20	30	30	30
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1 Addition to Base Budget for New Program(s)	Year 2 Addition to Base Budget for New Program(s)	Year 3 Addition to Base Budget for New Program(s)		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."						
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)		$241,760	$483,520	$483,520		
Operating Expenses (equipment, travel, resources)		$345,500	$11,000	$10,000		
Other: accreditation		$6,500	$6,500	$2,600		
TOTAL PROGRAM EXPENSES		$593,760	$501,020	$496,120		
TOTAL EXPENSES		$593,760	$501,020	$496,120		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$593,760	$501,020	$496,120		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		$593,760	$501,020	$496,120		
TOTAL DEPARTMENT FUNDING		$593,760	$501,020	$496,120		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative

One PhD with Masters in Nursing tenure track faculty, one BSN with Masters of Nursing, and two BSN with Masters of Nursing part-time clinical instructors will be hired during each of the first two years of the program. Other costs that have been identified are associated with acquiring clinical lab equipment including simulation manikins, bringing on the new faculty members such as relocation expenses, start up package which includes office package, position advertising and interview travel costs. The initial costs of ACEN accreditation application also will need to be implemented.

Part III: Describe funding sources

Revenue Narrative 1

The budget for the Nursing program was established beginning July 1, 2014 at the time when the Department of Nursing and Health Professions was created. During the initial two years of program development not all faculty positions were filled so a surplus from previous years will be put towards the cost of the hired faculty, clinical laboratory equipment purchase and expenses related to initiation of accreditation.

Revenue Narrative 2

Beginning with the Fall of 2016 the EEJCEHS was approved for differential tuition. Specific to the BSN program this will be equal to $25.00 per SCH. With an estimated annual SCH production for the BSN program of 640 for Year 1, 1360 SCH for Year 2 and 1560 SCH thereafter we anticipate new funding for differential tuition that will have a minor influence in this analysis.

UNIVERSITY OF UTAH
COLLEGE OF NURSING

October 22, 2015

Dr. Sandra Nadelson
Dr. Travis Peterson
Emma Eccles Jones College of Education
And Human Services
2695 Old Main Hill
Logan, UT 84322-2695

Dear Dr. Nadelson and Dr. Peterson,

Significant evidence demonstrates that having a higher percentage of registered nurses with baccalaureate degrees is associated with improved patient outcomes, shortened lengths of stay, and fewer hospital readmissions. Coupled with the Institute of Medicine's report that challenged our nation to have 80% of our nursing workforce educated at a minimum of the baccalaureate level by 2020, the need for highly educated nurses has never been greater.

Currently, the two Utah state supported universities that have four-year bachelor's degrees cannot continue to provide enough nursing graduates to meet the current and future needs of the state. I am writing to express my full support for Utah State University in Logan to develop and implement a bachelor's of nursing degree program.

Please let me know how I may be of further questions or need assistance.

Sincerely,

Barbara Wilson

Dr. Barbara Wilson, RNC-OB
Associate Dean for Academic Programs
Associate Professor
University of Utah College of Nursing

SOUTHERN UTAH UNIVERSITY
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Intermountain
Logan Regional Hospital

Wednesday, November 04, 2015

Travis Peterson, Ph.D.
Department Head
Department of Nursing and Health Professions
Utah State University

Mr. Peterson,

This letter is to express my full and enthusiastic support for the establishment of USU's BSN Nursing Program. It is Logan Regional Hospitals desire to be partners in offering appropriate clinical settings and support to the students, and the faculty, as the students pursue their nursing degree at Utah State University.

We view your future program as mutually beneficial to both institutions and we look forward to our association in helping USU see their vision of nursing education come to frution.

Sincerely,

Neil C. Perkes, RN, MBA, CPHQ
Nursing Administrator
Logan Regional Hospital
1400 North 500 East
Logan, UT 84341
Office: 435.716.5484 1 Cell: 435.760.1015
neil.per1<es@irnail.org

Intermountain
Healthcare

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Utah State University			
	Current		*Proposed (if applicable)*	
Program Title:	PhD in the Theory and Practice of Professional Communication		PhD in Technical Communication and Rhetoric	
Sponsoring School, College, or Division:	College of Humanities and Social Sciences			
Sponsoring Academic Department(s) or Unit(s):	English			
Classification of Instruction Program Code[1]:	23.1303		6 - Digit CIP	
Min/Max Credit Hours for Full Program Required:	Min Cr Hr	/ Max Cr Hr	Min Cr Hr	/ Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer	2017		
Institutional Board of Trustees' Approval Date:				

Award Type:

Program Change Type (check all that apply):

☒	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date:

☐ I understand that checking this box constitutes my legal signature.

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from PhD in the Theory and Practice of Professional Communication to PhD in Technical Communication and Rhetoric effective Summer 2017. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The proposed name for the existing PhD program will more clearly and accurately reflect the existing program curriculum, and it will be more recognizable and understandable to potential student applicants. The major professional association to which the faculty belong and the major academic journals in the field consistently use the terms "technical communication" and "rhetoric." In other words, these terms are used more commonly in the field than "theory and practice of professional communication."

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

This change is designed to best "meet the educational needs of the citizens of the state of Utah," as per R312-1, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, in that it more clearly communicates what the degree does. The program will not be delivered outside of the designated service area. Faculty and staff structures will not be impacted by the change.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

This change will not have any budgetary impact.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Utah State University	
	Current	*Proposed (if applicable)*
Program Title:	Geography (B.S.)	
Sponsoring School, College, or Division:	Quinney College of Natural Resources	
Sponsoring Academic Department(s) or Unit(s):	Department of Environment and Society	
Classification of Instruction Program Code[1]:	45.0799	
Min/Max Credit Hours for Full Program Required:	62 / 62	/
Proposed Effective Term for Program Change[2]:	Fall 2017	
Institutional Board of Trustees' Approval Date:		
Award Type:	BS	

Program Change Type (check all that apply):

☒	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Christopher L. Lant Date: October 21, 2016

☒ I understand that checking this box constitutes my legal signature.

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from Geography (B.S.) to null and transfer Geography (B.S.) effective Fall 2017. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The B.S. in Geography is being consolidated from a shared program in the Department of Watershed Science (WATS) and the Department of Environment and Society (ENVS) to being wholly administered in ENVS. WATS wishes to discontinue its role in administering the Geography B.S., thus ceding it to ENVS, and is discontinuing the Area of Emphasis in Physical Geography (for which WATS had primary responsibility), which has had low enrollments (less than 5 students each year since establishment in 2009, when the program moved from ENVS to a shared ENVS/WATS program and the current three areas of emphasis were instituted).

In addition, the Area of Emphasis in Geographical Analysis & Bioregional Planning is being renamed to Geographic Information Science. The MS degree in Bioregional Planning has been ceded to the Department of Landscape Architecture and Environmental Planning (approved by the Regents 4/1/16), thus the name of this area of emphasis is being renamed Geographic Information Science, as is consistent with modern terminology in the field and its use by peer institutions, and to better reflect required coursework (see next paragraph).

Changes in curricula for the Geography major (B.S.) and minor are moderate -- substantially less than 50%. These changes were developed by a committee of ENVS Faculty. ENVS faculty voted unanimously to adopt these changes at a formal faculty meeting in August 2016. For the Geographical Analysis and Bioregional Planning Emphasis, required coursework in planning moved to the emphasis electives, allowing students to pair the coursework in geographical analysis (more specifically, geographic information science) to a variety of areas of geographic application (versus only to planning).

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

A renamed emphasis in Geographic Information Science is needed to modernize the Geography program and make it consistent with new areas of expertise in ENVS and Utah State (e.g., a cluster hire in Data Science). This change will better meet the needs and career aspirations of students majoring in Geography. Renaming this emphasis is expected to facilitate attracting higher enrollment given the strong job market in GIS. The program transfer will result in organizational rationalization and greater efficiency, given the elimination of the Area of Emphasis in Physical Geography.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

No budgetary impact is expected from this change. Although the name change for one of the Areas of Emphasis should lead to increased enrollments in the program, the program has the ability to accommodate these additional students without a need for additional resources.

Academic Standards Subcommittee minutes

13 October 2016

A meeting of the Academic Standards Subcommittee was held on 13 October 2016 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Scott Bates, Fran Hopkin, Nathan Straight, Claudia Radel, Mykel Beorchia
Absent: Jared Schwartz, Ashley Waddups
Guest: Darrell Harris, Concurrent Enrollment

Current Business

A. USU Concurrent Enrollment policy

Motion: To accept the proposed changes to the catalogue related to students taking concurrent enrollment courses and academic standing. Moved: Mykel, Seconded: Claudia.

Discussion: Current practice does not reflect the catalogue language. The committee discussed the purpose of the existing policy, the nature of the problem, the scope of the problem (e.g., how many students are impacted), and alignment with other USHE intuitions. After discussion, the motion was tabled in order to give the Concurrent Enrollment the opportunity to explore further policy needs.

Motion: Mykel motioned to table the motion; Claudia seconded.

Outcome: Unanimous approval.

B. Transfer Credit Policy

Motion: To accept revised catalogue language related to transfer credit policy to bring policy into practice. Moved: Fran Hopkin. Seconded: Claudia Radel

Discussion: Current practice is not reflected in current policy. Discussion centered around the utility and impact of current practice and its alignment with standards in higher education. The committee approved of current practice.

Outcome: Unanimous approval.

C. Student Code revision update

Scott gave an update to the progress and process of revising the Student Code of Conduct. He sits on the Student Code Revision Committee and has written the revision to the Academic Integrity part of the policy which will be presented to the Academic Standards Subcommittee in the near future.

The next meeting will be held on November 10, at 3PM in the Champ Hall conference room.

GENERAL EDUCATION SUBCOMMITTEE MINUTES

October 18, 2016
9:30 am – 10:30 am
Old Main - Champ Hall

Present: Lee Rickords, Agriculture and Applied Sciences (Chair)
Michele Hillard, Secretary
Larry Smith, Provost's Office
Mykel Beorchia, University Advising
Kacy Lundstrom, Library
Melanie Nelson, USU Eastern
Dean Adams, Engineering
Dick Mueller, Science
Kris Miller, Honors
Claudia Radel, Natural Resources
Barbara Williams, Registrar's Office
Eddy Berry, Social Sciences
Brock Dethier, Writing Program
Harrison Kleiner, Connections
Bob Mueller, Regional Campus
Laura Gelfand, Arts
David Brown, Quantitative Intensive
Stephanie Hamblin, Exploratory Advising
Konrad Lee, Business
Ashley Waddoups, USUSA President
Matt Sanders, Humanities and Social Sciences

Absent: Dan McInerney, American Institutions
Shelley Lindauer, Education and Human Services
Brian McCuskey, Humanities
Janet Anderson, Office of the Provost
Ryan Dupont, Life and Physical Sciences
Jessica Hansen, Academic and Instructional Services
John Mortensen, Student Services
Cindy Dewey, Creative Arts

Call to Order – Lee Rickords
Meeting called to order at 9:30 a.m.
Approval of Minutes – August 16, 2016
Motion to approve minutes from the September 20, 2016 meeting made by Dean Adams. Seconded by Eddy Berry. Minutes approved.

Course Approvals/Removals/Syllabi Approvals
HIST 3010 (DHA) Approved ..... Brian McCuskey

Motion to approve the DHA designation made by Claudia Radel. Seconded by Ashley Waddoups. Designation approved.

HIST 3481 (DHA) Approved ..... Brian McCuskey
Motion to approve the DHA designation made by Claudia Radel. Seconded by Ashley Waddoups. Designation approved.

MATH 1051 (QL) Approved ..... David Brown
Motion to approve the QL designation made by Claudia Radel. Seconded by Ashley Waddoups. Designation approved.

PHIL 4410 (DHA) Approved ..... Brian McCuskey
Motion to approve the DHA designation made by Claudia Radel. Seconded by Ashley Waddoups. Designation approved

Business

Concerns with Student Written Communication Skills

The committee agreed that studies need to be provided to substantiate or refute the hypothesis that some graduates don't have adequate writing/communication skills. It was suggested that the members gather national data as well as data for other Utah institutions. The committee believes that the students don't know or think they have a problem. If constructive criticism is not being provided by the faculty students aren't aware of any problem. Providing a rubric to students to assist with their writing assignments was suggested. Also, using a rubric for consistent grading would be helpful. This is not just a departmental problem but a university-wide issue. Committee members will provide data at the next meeting and the committee will move forward with defining the problem, developing best practices and information university administration.

General Education meetings will now return to the 8:30 – 9:30 a.m. time period.

Adjourned: 10:30 am